

Organisation name	Colchester English Study Centre
Inspection date	22–23 February 2017, and supplementary inspection 13 July 2017

Section standard	Met	Not met
<b>Management:</b> The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Resources and environment:</b> The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Teaching and learning:</b> Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Welfare and student services:</b> The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Recommendation

We recommend accreditation with a spot check in the first 12 months.

### Summary statement

The British Council inspected and accredited Colchester English Study Centre in February 2017 and July 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general English for adults (16+) and for closed groups of under 18s and adults (16+), and vacation courses for under 18s.

Strengths were noted in the areas of quality assurance and premises and facilities.

The inspection report stated that the organisation met the standards of the Scheme.

## Organisation profile

Inspection history	Dates/details
First inspection	1991 (under former ownership)
Last full inspection	2014 (under former ownership)
Subsequent spot check (if applicable)	2015 (under former ownership)
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

## Private sector

Date of foundation	August 2016 (1969 under former ownership)
Ownership	Name of company: Study In Colchester Limited Company number: 10330012
Other accreditation/inspection	N/a

## Premises profile

Address of main site	19 Lexden Road, Colchester C03 3PW
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>CESC is located near the centre of Colchester in a large house with gardens at the front and rear. There are three floors. The lower floor contains three classrooms, a common room, a conservatory, and a kitchen; there is also access to the rear gardens. The ground floor contains the reception area, four classrooms and three offices. The third floor contains four classrooms (making a total of 11 throughout the building), offices, a teachers' room, a staff kitchen, a small library and a computer room.</p> <p>The off-site junior vacation course takes place at Ipswich School (IS), an independent school for children aged three to 18, located close to the centre of Ipswich. CESC is the only language school using IS premises and facilities. IS has extensive grounds and playing fields. As well as these, CESC students have the use of a wide range of facilities, including an indoor swimming pool, a large sports hall/gymnasium, and tennis courts. The course is based in the library block. On the first floor, there is a large room, used as the course office and staffroom, and four classrooms; on the second floor, there are three classrooms and a large computer room fitted with 25 computers.</p>

## Student profile

	At inspection		In peak week: September (organisation's estimate at time of February inspection)
	July figures are for vacation courses for under 18s only		
Of all international students, approximate percentage on ELT/ESOL courses	100		100
ELT/ESOL students (eligible courses)	At inspection		In peak week
	February	July	
Full-time ELT (15+ hours per week) 18 years and over	25	N/a	90
Full-time ELT (15+ hours per week) aged 16–17 years	2	27	10
Full-time ELT (15+ hours per week) aged under 16	0	119	0

Part-time ELT aged 18 years and over	0	N/a	0
Part-time ELT aged 16–17 years	0	0	0
Part-time ELT aged under 16 years	0	0	0
<b>Overall total</b> ELT/ESOL students shown above	27	146	100
Junior programmes: advertised minimum age	11	11	11
Junior programmes: actual minimum age	N/a	11	11
Junior programmes: advertised maximum age	17	17	17
Junior programmes: actual maximum age	N/a	17	17
Junior programmes: predominant nationalities	N/a	Spanish Italian	Italian
Adult programmes: advertised minimum age	16	N/a	16
Adult programmes: actual minimum age	16	N/a	16
Adult programmes: typical age range	16-60	N/a	16–60
Adult programmes: typical length of stay (weeks)	2-52	N/a	2–52
Adult programmes: predominant nationalities	Saudi Italian	N/a	Italian
Number on PBS Tier 4 General student visas	0	0	0
Number on PBS Tier 4 child visas	0	0	0
Number on short-term study visas	18	4	40

### Staff profile

	At inspection		In peak week (organisation's estimate)
	February	July	
Total number of teachers on eligible ELT courses	6	12	10
Number teaching ELT 20 hours and over a week	4	0	
Number teaching ELT 10–19 hours a week	0	12	
Number teaching ELT under 10 hours a week	2	0	
Number of academic managers for eligible ELT courses	1	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	11	
Total number of support staff	1	13	

### Academic manager qualifications profile

Profile at inspection		
Professional qualifications	Number of academic managers	
	February	July
TEFLQ qualification	1	2
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0	0
<b>Total</b>	1	2

#### Comments.

Both the main school and the off-site centre have a head of studies (HoS), whose role includes that of academic manager. Neither is scheduled to teach regularly but both may be called on for cover.

### Teacher qualifications profile

Profile in week of inspection		
Professional qualifications	Number of teachers	
	February	July
TEFLQ qualification	3	1
TEFLI qualification	3	9

Holding specialist qualifications only (specify)	0	0
YL initiated	0	0
Qualified teacher status only (QTS)	0	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0	2
<b>Total</b>	6	12

#### Comments

Teachers detailed here under 'Follow up' inspection are only those involved with the vacation young-learner provision.

#### Course profile

Eligible activities	Year round		Vacation		Other: N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

The general English for adults course includes 16 and 17 year-olds. Various English for specific purposes courses are offered. The most recent was for a group studying English for government officials and diplomats. The school offers closed group courses for juniors (11–17) and for adults (16+). Closed group courses for 16+ had been run in September and November 2016 and January 2017. Two courses for a closed group of Italians (14–17) ran in March/April 2017. Vacation courses for 11 to 17 year-olds are run both at the Colchester school and at an off-site centre in Ipswich.

#### Accommodation profile

##### Number of students in each at the time of inspection (July figures for the vacation courses for under 18s only)

Types of accommodation	Adults		Under 18s	
	February	July	February	July
<b>Arranged by provider/agency</b>				
Homestay	7	N/a	2	141
Private home	0	N/a	N/a	N/a
Home tuition	N/a	N/a	N/a	N/a
Residential	0	N/a	N/a	N/a
Hotel/guesthouse	0	N/a	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a	N/a	N/a
<b>Arranged by student/family/guardian</b>				
Staying with own family	0	N/a	N/a	5
Staying in privately rented rooms/flats	18	N/a	N/a	N/a
<b>Overall totals adults/under 18s</b>	25	N/a	2	146
<b>Overall total adults + under 18s</b>	February: 27; July 146			

## Introduction

Colchester English Study Centre (CESC) was established in 1969. In August 2016 the school was purchased by an international consortium under the company name of Study in Colchester Ltd. As a result of the sale and change of ownership, accreditation was withdrawn. The school was invited to apply for accreditation as a new applicant. As the centre had not closed and there had been a level of continuity, an early inspection was arranged.

CESC continues to offer general English courses for adults (16+), and year-round closed group courses for both adults and juniors. All accommodation is in homestays. In addition to CESC, the company runs summer programmes for junior students under the brand International Language Holidays (ILH), which have operated since 1987. Two summer programmes are being offered for 2017, one in Ipswich and one in Colchester (in the CESC building). These programmes did not form part of the initial inspection, but a supplementary inspection took place in July 2017.

The new owners want to maintain what they see as the core values and reputation of the CESC brand, at the same time as making improvements in the areas of marketing and strategic management. They have implemented a series of marketing initiatives and changes to the pricing and commission structure in order to attract new students as well as retain existing clients. They did not purchase the two additional buildings that were part of the previous CESC and have instead brought all operations and classrooms into the main building. All internal operational systems have either been reviewed or are in the process of review.

The transition period after the change of ownership was handled sensitively and professionally. One-to-one interviews with each permanent member of staff were conducted by an external consultant, and there were further individual interviews with one of the owners in which their vision and their plans for the future were outlined. The CESC brand was retained and course provision, accommodation arrangements and student services in general were unchanged. A core group of management, administration and teaching staff remained. Two key members of the year-round management and administration staff left: the head of studies and the accommodation officer. The handover to their replacements, both of whom were long-serving employees of CESC, was carried out efficiently and effectively. The summer centre manager also resigned at this time, and the position is currently filled by the managing director.

The initial inspection lasted two days and involved two inspectors. The inspectors held meetings with the managing director, the director with responsibility for marketing, the head of studies (HoS), the admissions and marketing officer, the welfare and accommodation officer, the accommodation and marketing officer, the receptionist and PA to the managing director, and the caretaker.

One focus group meeting was held with students, and another with the teachers. One inspector visited three homestay providers. Five of the teachers timetabled during the inspection were observed. Another timetabled teacher was off sick and her class was covered by one of the other teachers.

The supplementary inspection took place over one day, and involved one inspector. He first visited the Ipswich centre, arriving at 08.35 and departing at 12.40. In this time, he had meetings with the HoS and the activities and welfare manager, who are responsible for the day-to-day operation in Ipswich. He also held brief meetings with the teachers, and with a representative of the host school; slightly longer meetings were held with a group of students, and with the international group leaders. Drop-in visits were made to all seven classes. Towards the end of the stay in Ipswich, he met the operational support officer, the previous head of the summer programme, who had retired in January, but had returned on a short-term contract to help the new owners with the setting up and management of the operation. She then accompanied the inspector to the Colchester school, where they arrived at 13.40. In Colchester, meetings were held with the managing director, the safeguarding and welfare manager, the accommodation officer, the activities manager, and the HoS. In all cases, discussions focused on the summer junior provision. After a round-up with the managing director and the HoS, the inspector left at 17.15.

## Management

### Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

### Comments

M1 Sampling identified the following issue: a considerable amount of photocopying of coursebooks and other published materials takes place; the school should seek written confirmation and clarification from the relevant body (the CLA) that this copying does not breach the terms of the agreement, in particular the rule that only five per cent

of a book may be photocopied.

### Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

M2 There is a clear organogram representing all positions. There are effective cover arrangements for all staff in the year-round school and these are made known to all staff. Photographs of all staff and their job titles appear on the main noticeboard and in the student handbook. The management structure for the summer junior programmes is also clear and effective.

M3 Job descriptions reflect actual roles and have recently been revised in the light of staff changes and re-structuring. They indicate cover responsibilities as well as main roles. The job description of the welfare and accommodation officer makes clear her role as the designated lead for child protection and safeguarding.

M4 The new owners have placed great emphasis on improving both formal and informal communication channels within the school. There are frequent formal meetings at various levels with clear action points being recorded for each. There are weekly meetings of the management team, including the directors and the head of studies; weekly meetings of the administrative staff; a weekly teachers' meeting; and a health and safety meeting every six weeks. This is in addition to an evident high level of informal daily contact between all staff. At the off-site summer junior centre in Ipswich, communication is more informal but the fact that all staff share the same large office means that there are plenty of opportunities for communication among team members. There is regular phone contact with the Colchester head office.

M8 Monitoring of performance takes place through daily contact and observation and, to a limited extent, through analysis of student feedback. A system of annual appraisals for both academic and administrative permanent staff is in operation. Not all staff have had appraisals but dates have been scheduled for those who have not. The *Company Handbook* includes a detailed disciplinary and grievance policy, but does not clearly distinguish the policy and procedure for capability issues.

M9 The provider has a clear policy for the continuing professional development (CPD) of all staff, and there have been some internal training and development events, as well as training in safeguarding, health and safety, and job skills. An active programme of CPD linked to the collective and specific needs of all staff, including administration staff, is not yet in operation. More events are planned, but teachers commented that at present there was very little CPD taking place. CPD meetings for teachers were planned at the Ipswich centre, but at the time of the supplementary inspection, none had taken place.

### Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

M10 The three main members of the administration team are able to handle the volume of work throughout the year. They offer a good balance of administrative and interpersonal competences, as well as specific skills in counselling and bookkeeping. They showed a helpful and courteous attitude to students and visitors. Arrangements

for cover and cross-training are in place. The computer system is effective and capable of meeting all administrative needs.

M13 Good systems are in place for maintaining up-to-date contact records. All students complete a paper form on arrival giving their emergency contact details, which includes the relationship and the level of English of the next of kin. This information is transferred to the computer database. A list of all students' details is kept by the person on 24-hour emergency phone duty.

M14 There is a clear attendance policy made known to staff and students. All absences are followed up. There are special arrangements for under 18s: if a student has not arrived within ten minutes of the start of the lesson the teacher reports the absence immediately to the HoS and the absence is immediately investigated. On the junior summer programme, a member of the management team tours classrooms to identify any non-arrivals.

M15 A *Discipline and exclusions policy* document is widely displayed around the school. It describes procedures for disciplinary action including the possibility of expulsion. However, it is not written in language that would be accessible to the students enrolled in the school. On the junior summer programme, students sign a code of conduct, which is explicit about the grounds that may lead to expulsion.

### Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

M16 As this inspection was an inspection for a new applicant, an action plan on points to be addressed from the previous inspection was not required. However, given the desire for continuity and the recent inspection history of the school, an action plan was completed and offered to the inspectors. The action plan addressed all the points and indicated where operational changes had been made.

M17 Since August 2016 the new ownership has undertaken an extensive strategic and operational review of all systems, processes and practices. This has involved the use of an external consultant, accreditation from another body and self-assessment against Scheme criteria. New policies have been introduced and are continuing to be shaped. Regular weekly meetings of the management team actively implement and assess new approaches. All action taken is recorded.

M18 Students complete a week-one questionnaire. Until recently this was a paper version but it is now completed electronically, with the students taken to a computer to do it, in order to achieve a reasonable return rate. There is also an end-of-course questionnaire which is completed at the end of the course and at monthly intervals for longer-stay students. All questionnaires are looked at by members of the management team. There was evidence of action being taken as a result, but this is not always recorded and dated.

M19 Staff feedback is regularly sought, for example at weekly teacher and administration meetings and in one-to-one conversations. There was understandable concern among the staff during the period of administration, but the new owners engaged in detailed one-to-one meetings with the staff at the earliest opportunity.

M20 There is a clear complaints procedure made available to all students. It follows a logical progression through members of staff up to the managing director and to an external accreditation body. The policy is generally accessible but would benefit from some grading of language in order to be clear to low level students. The HoS keeps a very detailed log of complaints and the action taken with dates and outcomes.

### Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Comments</b>					
<p>The main medium of publicity is the website. There are also printed one-page flyers about individual courses and a slide presentation. Both of these media are available from the website as well. The school has an active social media platform. A printed brochure is planned for the future. There is also a section of the website giving information about the summer junior programme, with downloadable flyers about the Colchester centre and the Ipswich centre.</p> <p>M21 In several places the descriptive language used is unnecessarily complicated and would not be accessible to students who do not have a good level of English (B1). The website is not available in translation.</p> <p>M25 All aspects of this criterion are met with the exception of the approximate costs of examination fees. The IELTS flyer indicates that course fees do not include the examination fee, but it does not give the approximate cost.</p> <p>M29 This is not applicable as the school is a new applicant and there is no use of the Accreditation Scheme marque carried forward from the previous ownership.</p>					

### Management summary

The provision meets the section standard and exceeds it in some respects. Since taking over the school the new ownership has reviewed the strategic and operational management of the school, retaining practices that were effective and introducing new approaches where appropriate. In some instances, this is still work in progress, but the management of the provision is operating to the benefit of its students and its staff. *Quality assurance* is an area of strength. Sampling of documentation revealed an issue in relation to the Declaration of legal and regulatory compliance which the provider has been asked to follow up.

## Resources and environment

### Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

R1 The premises are spacious and comfortable and offer a professional and welcoming environment for students and staff. The school building is in a quiet location set back from the main road and surrounded by gardens. There is an extensive range of social spaces for relaxation and recreation, including a large enclosed garden with picnic tables, a barbecue area and a table-tennis table. There is a large common room and a conservatory adjacent to the garden areas. The three main floors of the building offer spacious classrooms and offices, as well as wide corridors. The layout of the building and the gardens allows for the separation of closed groups on junior programmes. The premises at the off-site junior centre in Ipswich are of a high standard, with good internal and external space for students and staff.

R2 The premises are in a good state of repair and have recently been repainted and furnished to a high standard. A full-time caretaker is on site at all times. He checks all facilities throughout the day, including the toilet areas, and carries out maintenance as required. He reports directly to the managing director and attends the regular health and safety meetings. Premises at the Ipswich centre are maintained by the host school staff, and are regularly cleaned.

R3 All the classrooms are able to take the maximum number of students comfortably. They are well lit, ventilated and heated. Flexible furniture arrangements are possible, and sight lines to the boards are good. There is no extraneous noise. Classrooms at the Ipswich centre are spacious, light, and well equipped. It was noted that the room being used by one group was significantly smaller than all the others; this was at the teacher's request, and larger rooms were available.

R4 There are shops and cafes within a five-minute walk of the school and students are able to consume food and drinks that they bring with them in the common room. There are plans to provide a range of food and refreshments in the former canteen area of the common room, but at the moment there is some student dissatisfaction with the lack of canteen facilities. Students at the Ipswich centre are not allowed off the premises. Water is available, and hosts provide a packed lunch that can be eaten in a designated room.

## Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

R7 Appropriate materials for the 16+ courses are available. However, the school's policy that coursebooks should be bought or hired by students studying for three weeks or more, and copied for shorter-stay students, is not working in practice. Most students are using photocopies. This does not allow them to adequately use and exploit the material. Vacation courses for under 18s use specially developed in-house materials, which are specifically designed for the age range and the course structure.

R8 There is an adequate range of materials and resources for teachers, including coursebooks, supplementary books and in-house materials. They are appropriately organised and clearly labelled.

R9 There are flat screen monitors and a DVD player in all rooms. Five of the rooms have interactive whiteboards. Technical support is provided by an external contractor for four hours a week; he is also able to respond to emergencies when required. All classrooms at the Ipswich centre have data projectors and computers; technical support is available if needed.

R10 There is no designated quiet self-study area, but the classrooms and communal areas provide ample opportunity for quiet study. There is a small library and a separate small computer room available for students. There is a large computer room at the Ipswich centre, but this is used only under teacher supervision as part of classwork.

R12 Materials and resources are regularly reviewed. There is a monthly budget available to develop teaching and learning resources. Junior course materials are reviewed after each summer season and have been regularly updated.

## Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The location, size and internal and external facilities are of a high standard. They support and enhance the studies of the students and provide a professional environment. Teaching and learning resources are suitable, and the in-house materials used on junior courses are well suited to the target audience. However, the way coursebooks are used on adult courses needs to be re-examined. *Premises and facilities* is an area of strength.

## Teaching and learning

### Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

T1 One teacher at Colchester does not have a Level 6 qualification. The rationale for his employment was accepted in the context of this inspection. He has 20 years' experience in ELT, including examination teaching and designing training materials. At the Ipswich centre one teacher also did not have a Level 6 qualification; his rationale was accepted in the light of his post-school training, and his long experience of TEFL in a variety of contexts.

T2 Two teachers at the Ipswich centre had TEFL certificates which do not meet Scheme requirements.

T3 The rationales for both teachers were accepted in the context of the supplementary inspection, since they had both followed an initial-level training course; one has substantial relevant experience, while the other has overseas

teaching experience, though not in TEFL. Both were being closely supported by the HoS, and had the advantage of using specially designed materials.

T4 The academic management team consists of the HoS and the assistant head of studies (AHoS). The HoS is TEFLQ and has many years' experience as an academic manager. The AHoS also has many years' experience as a teacher and senior teacher but is not TEFLQ (see T5). The HoS at the Ipswich centre is TEFLQ, is a year-round teacher at the Colchester school, and has previous experience of working on junior summer programmes in a variety of roles.

T5 The role of the AHoS is to provide support and cover for the HoS. He is not TEFLQ. His responsibilities are appropriate to his qualifications and experience. As the AHoS is also the teacher who does not have a Level 6 qualification (see T1), both rationales are attached to this report. Despite his lack of Level 6 and TEFLQ qualifications, the inspectors felt he was an appropriate appointment for the position of AHoS.

### Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T8 There are good arrangements for covering absent teachers. When the need for cover is known about in advance, thorough handover notes are available. Cover on the summer junior programme is more problematic. The HoS is first-line cover, and the Ipswich HoS has had to undertake a significant amount of cover teaching, which has meant she has been stretched to carry out her full HoS role.

T9 Teachers are aware of the requirements of continuous enrolment. However, there is no written guidance given to teachers; this would benefit any new teachers who may not be familiar with continuous enrolment.

T10 Guidance and support is provided informally by the HoS, whose office is next to the teachers' room, and more formally at the weekly teachers' meeting. At the moment, only a limited number of internal and external training opportunities are provided to teachers, mainly through occasional workshops on topics such as IELTS training and dealing with errors. Long-serving teachers in the focus group commented that in the past there had been greater investment in professional development opportunities. At the off-site junior centre, the HoS and the teachers share a base room, so informal support and guidance is readily available.

T11 Formal observations are planned every six months. An observation feedback form is completed by the TEFLQ observer and is discussed with the teacher, with action points agreed. New teachers are usually observed in week two or three. On the junior courses, teachers are not observed in their first week but each teacher is then programmed for a full 45-minute observation by the HoS. A programme of less formal drop-in observations might be more effective in the context.

### Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T12 Course outlines exist for all programmes and levels, including afternoon courses. They are expressed as a series of learning objectives based on the Common European Framework of Reference and include sections on speaking, reading/listening, writing, learner training, links to the UK and sample language exponents. The coursebook then provides support and core material. Teachers complete a scheme of work to bring these components together into a coherent programme for the week. All students keep a folder of work throughout their course. These were described as 'portfolios', but the 'portfolios' seen by the inspectors were not coherently organised and were little more than a collection of handouts. It was apparent in many cases that students would

benefit from more proactive guidance from the teacher on how to use and manage their portfolios. The junior summer course is structured around a series of topics, with a range of accompanying materials at a number of levels. There is a focus on skills activation and development, particularly on speaking.

T14 The weekly schemes of work are displayed on classroom walls for the benefit of students.

T15 Learner strategies are designed to be integrated into the course and are prompted by the planning documents (the course outline and the scheme of work). Materials for developing learner training are available in the teachers' room and appeared to be used effectively. For longer-stay students, learner strategies are also discussed in the tutorial with the HoS.

T16 Some suggestions on how to benefit linguistically from the UK context are given in the course outlines; however, this did not appear to be a systematic part of the learning programme and there was little evidence of it being followed through, either in the lessons observed or in the student folders. On the junior summer course, there is specific integration of classroom work and out-of-class activities.

### Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

T17 The placement test covers grammar and speaking skills. The HoS is able to fine-tune placement in the first week if it emerges that a student is in an inappropriate class. Students can also request a formal level test if they feel they should be in a different level.

T18 There are weekly class tests set by the teacher. Students also complete at least one piece of written work every week for their portfolio. All students who are studying for four weeks or more have a fifteen-minute tutorial with the HoS.

T21 Academic reports can be provided on request. End of course certificates stating the level of the class they were in are available to all students who have attended at least 85 per cent of their lessons.

### Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	All

#### Comments

During the February inspection, one timetabled teacher was off sick on the days of the observation.

At the off-site junior summer course, drop-in, ten-minute visits were made to classes. This was not sufficient to provide detailed insights into the teaching, but a summary of general impressions is given below.

### Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

## Comments

T23 Teachers produced accurate models of spoken and written English and showed an appropriate awareness of the use of English. An awareness of the causes of first-language interference was not generally evident.

T24 Lesson plans showed a good awareness of the learning styles and behaviour of the students. Content was linked to the course objectives and was culturally sensitive and generally appropriate to the age and background of the students. Anticipated problems were identified and proposed solutions described.

T25 Learning outcomes were identified on the lesson plans and made known to the students through the schemes of work displayed in the classroom. Activities were generally coherently linked, but some stages were allowed to go on too long, and a variety of input and interaction was not always evident.

T26 Techniques such as elicitation and nomination were evident in several of the observed lessons. In the weaker observed segments, techniques such as clearly modelling the target language, establishing meaning and checking understanding were not evident. In several cases interaction was student to teacher rather than student to student.

T27 Conventional whiteboards and interactive whiteboards were used, and were generally well organised. Notation techniques, such as marking the stressed syllable in a word were occasionally used. Audio and video input was used.

T28 Teachers monitored student language during activities. Feedback in the form of praise and correction was given throughout the lessons. In several observed segments a range of correction strategies was observed, including appropriate teacher interruption, the encouragement of self correction and gathering errors for later reference.

T29 On occasions links were made with work from previous lessons. At the end of some activities, particularly with lower level classes, there was a recapping phase to ensure learning had taken place.

T30 In all classes there was a positive learning atmosphere with students clearly involved and interested in the lesson. Rapport was excellent and students were encouraged to be supportive of each other, which ensured a good level of co-operation and engagement with the learning process.

## Classroom observation summary

At the original inspection, the teaching observed met the requirements of the Scheme and ranged from satisfactory to very good; the majority was either satisfactory or good. Teachers produced accurate models of English and planned lessons which addressed the needs and interests of the students. Teaching techniques were generally effective, but occasionally lacked clear modelling and checking of understanding. A range of resources was seen. Correction techniques were evident and there was a good learning atmosphere in the classes.

At the off-site junior centre, the teaching observed also met the requirements of the Scheme and ranged from satisfactory to very good. The majority was satisfactory.

## Teaching and learning summary

The provision meets the section standard. Almost all teachers have appropriate qualifications and all are given sufficient support to ensure their teaching meets the needs of their students. Programmes of learning are managed effectively and meet the needs of the students. The teaching observed met the requirements of the Scheme.

## Welfare and student services

### Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

## Comments

W1 Excellent provision is made for the safety and security of students on the premises. All visitors to the school must register at reception. There are comprehensive risk assessments of the premises, which are reviewed every year and which record action taken. The local fire brigade conducts an annual check and report. Documented alarm testing and evacuation drills take place regularly. There is a full-time caretaker on site who makes daily

maintenance and health and safety checks. At the off-site junior centre the course is held in a self-contained block and entry can easily be monitored. A major incident procedure is in place for both centres, and covers excursions. W2 Students stated that all staff are helpful, and the people and support available is outlined in the student handbook.

W3 In Colchester students can discuss any personal problems with a trained counsellor on the school's staff. This person is easily accessible and known to students. At the Ipswich centre, the activities and welfare manager is the designated contact.

W4 The school's policy on abusive behaviour is detailed, however, the language used in it is not sufficiently graded for the needs of lower level students. There is no guidance in the junior course handbook on how to deal with abusive behaviour.

W6 Transport information on how to travel to Colchester is found on the school's website. Although there are links to other websites, it is not easy to find the cost of train and bus travel to Colchester.

W7 The student handbook, sent to all students prior to arrival and given to all students on arrival, provides useful advice and information to students. Students receive an induction and tour of the building on their first day.

### Accommodation profile

#### Comments on the accommodation seen by the inspectors

The school offers homestay accommodation through 75 hosts, many of whom accept both adults and under 18s. One of the inspectors visited three homestays, two of whom take students under the age of 18.

Students on the junior summer courses are all accommodated in homestays. For the Ipswich centre, homestays are specially recruited, and they are managed by the accommodation and welfare officer in Colchester, supported by a local co-ordinator (also a homestay host), based in Ipswich. Owing to time constraints, no visits were made to homestays during the supplementary inspection, but discussions with students and their international group leaders showed a high level of satisfaction with the provision.

#### Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

W9 The three homestays visited had hosts who clearly took an interest in the welfare of their students. Hosts were delivering to a high standard all the necessary services and facilities referred to in this criterion. Overall the homestays were of a very good standard.

W10 All homestays are visited by one of the two accommodation officers prior to their use by the school.

W13 CESC has revised its documentation since the last inspection, and students currently receive detailed information about their accommodation including costs of any travel to the homestay.

W14 Students in homestays are asked if they are happy with their accommodation early in their stay orally and through a first-week questionnaire.

#### Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments
None.

#### Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments
None.

#### Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments
None.

#### Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments
W26 Students receive information about local social, cultural and sporting events through display boards, leaflets in reception and through the student handbook.
W27 The school offers activities in the afternoon and evening each week throughout the year including walking tours and opportunities to chat with members of a local church group. During the summer, the school offers a more enhanced leisure programme that includes excursions. The summer junior programme has a full programme of one full-day and one half-day excursion each week, with afternoon activities on four afternoons a week, and evening activities on two.
W28 There are very detailed written risk assessments conducted for all activities, and these are signed by the person responsible for leading them.

#### Welfare and student services summary

The provision meets the section standard. Student needs for security, pastoral care and information are generally well met. Appropriate homestay is provided and effective accommodation systems are in place. The leisure programmes are suitable for the type of students enrolled at the school and on the summer junior programme.

#### Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Report expires 31 March 2021

C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

The school accepts 16 and 17 year-olds on adult courses and at the time of the inspection two were enrolled on courses. CESC also accepts closed groups of students aged 11 to 17. On the summer junior programme, all students are aged under 18.

C1 The school has an appropriate safeguarding policy that specifies the necessary procedures to ensure the safety and well-being of all students under the age of 18. The student welfare and accommodation officer is named as the person responsible for the implementation of the policy.

C2 Employees and homestay hosts are made aware of the school's policy and are given access to appropriate training. All parties are required to read and sign that they agree to abide by the school's safeguarding policy and child protection procedures, welfare and abusive behaviour policies. The designated safeguarding officer has received specialist training. At the Ipswich centre, the activities and welfare manager is the designated safeguarding lead. He has had specialist training. All staff have had basic awareness training, and this is regularly updated. Approximately 50 per cent of homestay hosts working with under 18s have had basic awareness training.

C3 The information sent to parents or guardians prior to enrolment makes clear the level of supervision of under 18s on adult courses. Some of the publicity does not make it fully clear that students are unsupervised outside scheduled activities, for example, in the evening.

C4 Suitability checks have been carried out on all staff and primary homestay hosts. References are collected for all staff and homestay hosts. The school is in the process of ensuring that checks are carried out on all adults residing in homestays. At the time of the supplementary inspection, seven out of 61 hosts working with under 18s were still awaiting clearance on other residential adults; an individual risk assessment had been carried out for each case.

C5 In Colchester junior groups have different lesson times to adult courses and occupy a separate part of the building; in Ipswich students are closely monitored at all times when they are on site.

C6 The times by which students of different ages should be home for meals and at night are made clear to hosts and procedures are in place to ensure that these rules are adhered to. The student handbooks give clear advice on keeping safe. In free time during the evenings and at weekends, students are only allowed out unsupervised if their parents sign a consent form.

#### Care of under 18s summary

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school and in the accommodation provided. All staff have received appropriate training; homestay hosts have received appropriate guidance, and a considerable number have had training.